

**ASSESSMENT REPORT
FOR DEPARTMENT OF**

**Master of Business Administration - Division of Graduate Studies and Continuing
Education**

(Academic Department Name)

2009-2010

(Assessment Period Covered)

August 1, 2010

(Date Submitted)

Title of Instructional Degree Program

Degree Level

(Bachelors, Master's)

Master of Business Administration

Master's

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(Department Assessment Facilitator)

Statement of Institutional Purpose:

Institutional Mission Reference:

Shepherd University, a West Virginia public liberal arts university, is a diverse community of learners and a gateway to the world of opportunities and ideas. We are the regional center for academic, cultural and economic opportunity. Our mission of service succeeds because we are dedicated to our core values: learning, engagement, accessibility, and community

Department or University Goal(s) Supported:

Graduate studies, along with Shepherd University, embraces five core values: learning, engagement, integrity, accessibility and community. The current assessment report supports four of those core values (learning, engagement, integrity, and community).

- 1) Learning: Shepherd University consists of a community of learners who integrate teaching, scholarship, and learning into their lives. In order to create challenging, relevant experiences, inside and outside of the classroom, the University continually evaluates and assesses student learning. We recognize and accommodate diverse learning styles and perspectives necessary for global understanding.
- 2) Engagement: Shepherd University fosters environments in which students, faculty, staff, and members of the community engage with each other to form mutually beneficial relationships. We believe that meaningful engagement, with ideas and with people, promotes deep learning and nurtures critical thought.
- 3) Integrity: Shepherd University strives for an environment of honesty and fairness in its actions. University officials seek input from students, faculty, and staff and make informed and objective decisions. We expect all members of the community to act in accordance with this value.
- 4) Community: Shepherd University comprises a community that includes students, faculty, staff, alumni, and involved citizens. We meet the needs of this community through assessment, development, and implementation of innovative programs and initiatives. We strive to create a safe environment based upon mutual respect and acceptance of differences.

Intended Student Outcomes (ISO's): 3 or more ISO's preferred

1. MBA students will demonstrate appropriate theoretical or conceptual knowledge, diverse thought and creative techniques to address the challenges and problems facing modern businesses.

2. MBA students will demonstrate concise, engaging and active presentation skills.

3. MBA students will demonstrate ethical decision making in short, medium and long term strategic planning

4.

5.

Intended Student Outcome #1:

MBA students will demonstrate appropriate theoretical or conceptual knowledge, diverse thought and creative techniques to address the challenges and problems facing modern businesses.

First Means of Assessment for Intended Student Outcome Identified Above: 2 or more means of assessing the ISO's preferred

ISO #1: Means of Program Assessment & Criteria for Success:

Students must score at least a grade of B (80%) or higher on course tests.

ISO #1: Summary of Assessment Data Collected:

Mean test scores for Business Ethics core course that include theoretical and conceptual knowledge were 84% (median = 83); Some MBA core course combined both test and papers scores for this initial assessment. Combined overall final mean scores for the following MBA core courses were: Challenges to Modern Business = 96% mean, Advanced Management Theory = 87.09% mean, and Advanced Marketing Theory = 89.23% mean; Combined overall final mean scores for MBA elective courses were: Human Resources = 91% mean, and Foundations of Computer and Information Sciences = 90% mean

ISO #1: Use of Results to Improve Instructional Program:

Theories that are missed on tests are reviewed for clarity in instruction. Diversity of business approaches are also added to the theoretical concepts

Second Means of Assessment for Intended Student Outcome Identified Above:

ISO #1: Means of Program Assessment & Criteria for Success:

Students must score at least a B grade (80%) or better on writing assignments

ISO #1: Summary of Assessment Data Collected:

Mean paper scores for Business Ethics core course writing requirement (20-30 page paper) = 74 % (draft at midterm; median = 73) and 83 % (final paper; median = 81). Again, some MBA core course combined both test and papers scores for this initial assessment. Combined overall final mean scores for the following MBA core courses were: Challenges to Modern Business = 96% mean, Advanced Management Theory = 87.09% mean, and Advanced Marketing Theory = 89.23% mean; Combined overall final mean scores for MBA elective courses were: Human Resources = 91% mean, and Foundations of Computer and Information Sciences = 90% mean.

Current students in the MBA program find APA writing difficult due to previous faculty members who relied on newspaper-oriented references and weak APA sources. Improvement overall for APA writing is found in new students who have initial APA overview (as indicated directly below).

ISO #1: Use of Results to Improve Instructional Program:

Writing remains a weak area within the MBA program. Support for APA-style writing and longer project papers have increased since the MBA program review. In addition to executive papers, the longer papers have improved with the APA support as found in the newer word document software and all faculty using APA format for all writing requirements.

Third Means of Assessment for Intended Student Outcome Identified Above:

ISO #1: Means of Program Assessment & Criteria for Success:

MBA students and supervisors complete a questionnaire on perceptual and actual skill levels.

ISO #1: Summary of Assessment Data Collected:

Data collected could not indicate an identification for specific student and supervisor. Therefore, the correlation could not be specific as to student-supervisor. Instead, an aggregate correlation was conducted. With a low number of supervisors completing the questionnaire (n=7) versus student (n= 22), the correlation has low power (<0.70), but is provided for directional purposes here. The correlation of overall skills was $r=.85$ which indicates a relatively strong correlation between students' and supervisors' perception of actual skill levels. Further refinement of the means for collecting data and the specificity of the data will improve for the next MBA assessment.

ISO #1: Use of Results to Improve Instructional Program:

The data from the questionnaires were used to further specify the skills set as created during the MBA program review. As indicated above, this demonstration study was used to further specify the means of collecting the student-supervisor questionnaires, and to further specify the data. The data collected in the next MBA assessment will specify both utilization and adequacy of the skills sets in the cognitive and affective domains.

Intended Student Outcome #2:

MBA students will demonstrate concise, engaging and active presentation skills.

First Means of Assessment for Intended Student Outcome Identified Above

ISO #2: Means of Program Assessment & Criteria for Success:

Students are required in several core MBA courses to complete a verbal presentation of the course work.

ISO #2: Summary of Assessment Data Collected:

Presentation grades were based on clarity, succinctness and adherence to content requirements. Students consistently scored in the 85-95% range, with the exception of those students who are international. International students scored in the 78-84% range and were provided with English as a Second Language (ESL) support from the Division of Continuing Education when necessary.

ISO #2: Use of Results to Improve Instructional Program:

As indicated above, international students were provided with support from another division in the university. Students who scored in the B range were also provided with input both from the instructors as well as guest lecturers who provided “field-”based input. The guest lecturers consistently indicated that succinctness was a priority and students improved on that point in subsequent presentations

Second Means of Assessment for Intended Student Outcome Identified Above:

ISO #2: Means of Program Assessment & Criteria for Success:

MBA students and supervisors indicated level of presentation skills on a questionnaire.

ISO #2: Summary of Assessment Data Collected:

Similar to the situation above with low observations for ISO #1, the reliability of presentation skills assessment was low and will improve in the next MBA assessment. Anecdotal data indicated that the MBA students were prepared for professional presentations in the field.

ISO #2: Use of Results to Improve Instructional Program:

Anecdotal data were used to improve the type of instruction as well as means of instruction for field-based programs. The use of debate procedures helped students refine their verbal and organizational skills and it will continue to be utilized in the classroom to improve students’ skills.

Third Means of Assessment for Intended Student Outcome Identified Above:

ISO #2: Means of Program Assessment & Criteria for Success:

MBA Students must score at least a grade of B (80%) or higher on debates conducted in the classroom.

ISO #2: Summary of Assessment Data Collected:

Debates in class were also used to indicate skills for fast-paced “real” world issues and the students consistently scored in the high B (88%) to A range (95%) in these debates. A debating grading framework was provided to students at the beginning of the course (Business Ethics) and each student followed the framework during preparation for and during the actual debate.

ISO #2: Use of Results to Improve Instructional Program:

Anecdotal data were used to improve the type of instruction as well as means of instruction for field-based programs. The use of debate procedures helped students refine their verbal and organizational skills and it will continue to be utilized in the classroom to improve students’ skills.

Intended Student Outcome #3:

MBA students will demonstrate ethical decision making in short, medium and long term strategic planning.

First Means of Assessment for Intended Student Outcome Identified Above:

ISO #3: Means of Program Assessment & Criteria for Success:

Students must score at least a grade of B (80%) or higher on related test questions.

ISO #3: Summary of Assessment Data Collected:

Students demonstrated knowledge of short, medium, and long term ethics decision-making for strategic planning as part of midterm and final examinations. Outcomes for the specific questions on short, medium, and long-term ethics decision-making was consistently high (5% missing the related questions or 95% of the questions answered correctly in both multiple choice and short answer frameworks).

ISO #3: Use of Results to Improve Instructional Program:

Further refinement of the short, medium and long-term ethical decision-making continues with additional references to improve reliability of the material for business issues.

Second Means of Assessment for Intended Student Outcome Identified Above:

ISO #3: Means of Program Assessment & Criteria for Success:

MBA students are required to complete group project work with group discussion on related issues including

10 or more cases to provide diversity of business issues in the field.

ISO #3: Summary of Assessment Data Collected:

Students demonstrated the ability to select cases relevant to short, medium, and long-term ethical decision-making beyond faculty provided cases. Mean cases provided by faculty per course was five cases per ethical issue, and students provided seven cases per ethical issue (total of 12 cases).

ISO #3: Use of Results to Improve Instructional Program:

Further cases relevant to short, medium, and long-term ethical decision-making for strategic improvements in business are added each semester. A collection of cases from both faculty and student input are centralized by business ethics faculty members.

Third Means of Assessment for Intended Student Outcome Identified Above:

ISO #3: Means of Program Assessment & Criteria for Success:

MBA students are required to engage in debates that include ethical decision-making with short, medium, and long-term relevancy.

ISO #3: Summary of Assessment Data Collected:

Each debate must include a short, medium, and long-term ethical decision-making process to use as a basis for his or her position of the debate issue. Therefore, 100% of students are knowledgeable of and can cite specific ethical decision-making procedures for future use in business operations.

ISO #3: Use of Results to Improve Instructional Program:

Each faculty member teaching a business ethics course or teaching business ethics as threaded in their respective courses, will include specific ethics decision-making processes in their instructional content. To date, all business ethics faculty members in the MBA program teach the ethical decision-making at the short, medium and long-term levels. Additional MBA faculty members will include the ethical decision-making processes in their course content and will be further assessed as to the number of faculty in compliance in the next MBA assessment period.

Intended Student Outcome #4:

First Means of Assessment for Intended Student Outcome Identified Above:

ISO #4: Means of Program Assessment & Criteria for Success:

ISO #4: Summary of Assessment Data Collected:

ISO #4: Use of Results to Improve Instructional Program:

Second Means of Assessment for Intended Student Outcome Identified Above:

ISO #4: Means of Program Assessment & Criteria for Success:

ISO #4: Summary of Assessment Data Collected:

ISO #4: Use of Results to Improve Instructional Program:

Third Means of Assessment for Intended Student Outcome Identified Above:

ISO #4: Means of Program Assessment & Criteria for Success:

ISO #4: Summary of Assessment Data Collected:

ISO #4: Use of Results to Improve Instructional Program: